

How Schools Work and How to Work with Schools



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Some ways to become involved in schools...

- Participate in SHAC's (School Health Advisory Councils) and Wellness Committee's
- School-based Health Centers
- Sit on Boards and Task Forces
- Help existing programs
- Coordinate health promotion efforts
- Conduct PD opportunities
- Educate policymakers
- Offer to be a guest speaker in classrooms or at staff meetings
- Help raise funds to support school health programs

Adapted from NASBE's How Schools Work and How to Work with Schools

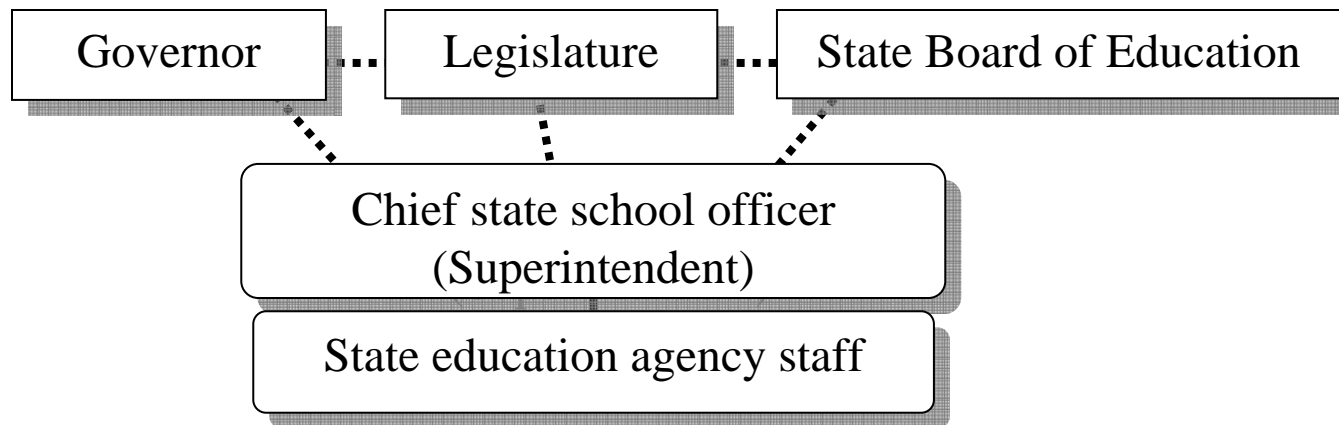


Before going into the school environment, consider...

- What you want to achieve (what can outreach, partnerships, presenting do for you?);
- What you can offer schools (what can outreach, partnerships, presenting do for schools?);
- What approaches you might use;
- What resources (including people and expertise) you have at your disposal;
- What time commitment you can afford to make.



Who's Who at the State Level



- Become knowledgeable about who has what authority and how they interact

Preparing a State-level Policy Initiative

- Monitor agendas, discussions, board processes, and board members' interests
- Identify policy gaps
- Compose rationale for adopting policy
- Develop key messages and simple strategies
- Compile accurate data from credible sources
- Anticipate and prepare for potential conflicts



Persuading Education Leaders

- Note serious problems/needs, but emphasize solutions
- Link to existing policies, programs, and goals
- Use current terminology ('education reform', 'ready to learn', 'academic achievement')
- Highlight school health as an emerging trend
- Identify policy options
- Be honest about costs and potential implementation problems



Presenting Information

- Make a brief oral presentation of only the most important points
- Submit a succinct written rationale
- Present disparate research findings from credible organizations in a neutral, balanced manner
- Use clear language (avoid academic, health, and social services jargon)
- Unadorned charts and graphs illustrate key findings



Persistence Pays

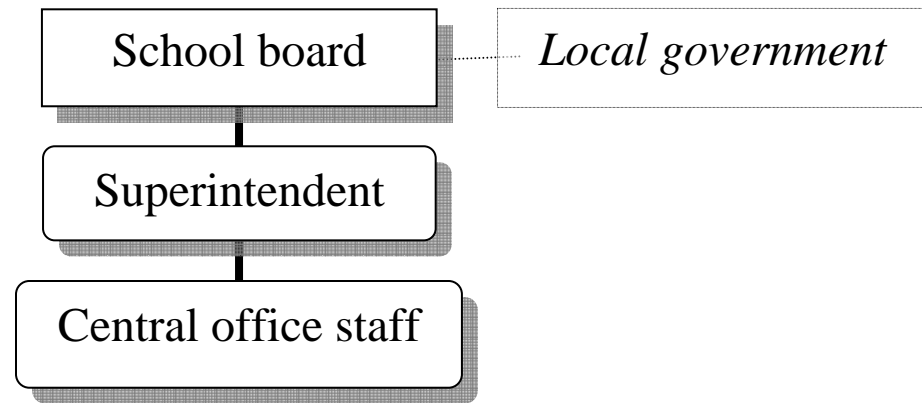
- Respect the hierarchy
- Stay focused on the ultimate goal
- Don't expect quick or easy success
- Sustain the effort
- Be willing to compromise...but know your bottom line
- Don't burn your bridges



Who's Who at the School District Level

In theory....

- The school board makes policy
- The superintendent implements it



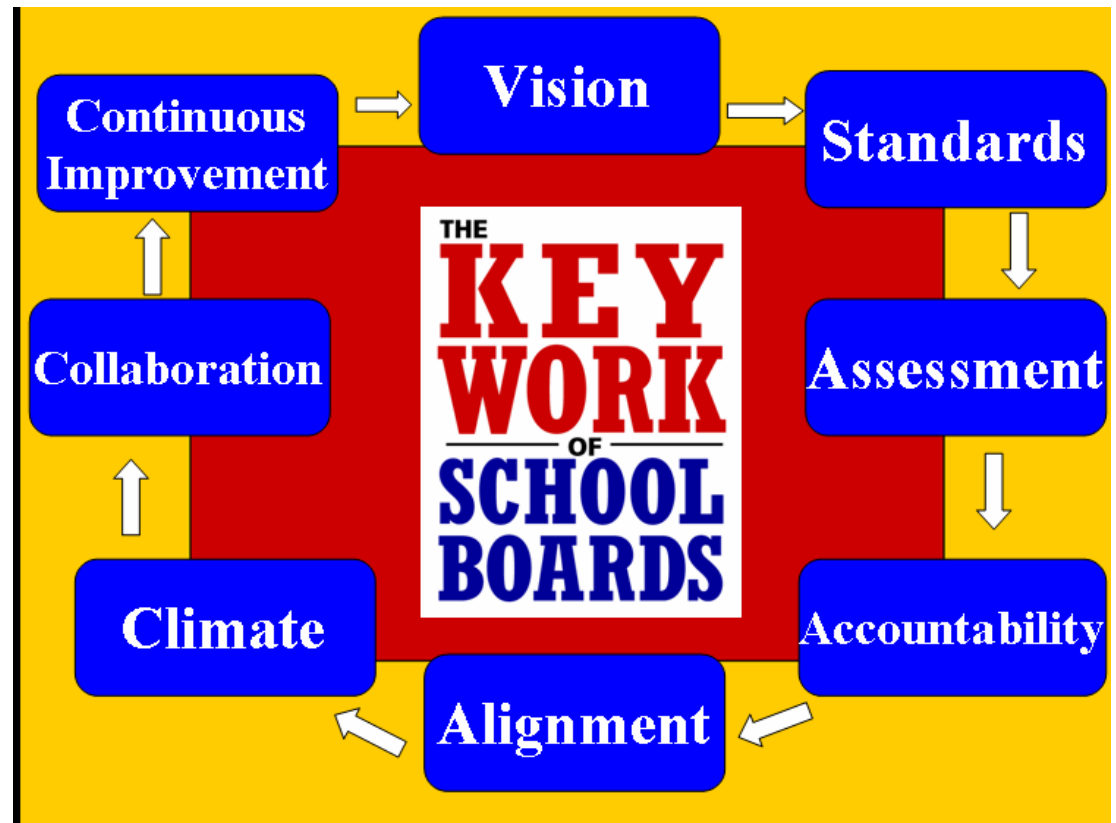
How to Work with School District Leaders

- Formal approaches
 - Service on board and administration advisory committees
 - Testimony at meetings and public hearings
 - Written communications
- Informal approaches:
 - Direct contact with board members and administrators
 - Enlist influential “key communicators”
 - Make presentations at meetings and conferences attended by policymakers



The Key Work of School Boards

- What boards do:
Student achievement
- How boards do it:
Community engagement



www.nsba.org



School Level- Policies as Partnership Possibilities



The Coordinated School Health Model



No Child Left Behind : A Synopsis

Title I	Improving the Academic Achievement of the Disadvantaged Programs include Student reading programs, Education of migratory children, Preventions and intervention for neglected, delinquent , or at-risk children, Comprehensive school reform, Advanced placement programs, School dropout prevention, Title I assessment and other general provisions.
Title IV	21st Century Schools These programs primarily deal with providing safe and drug-free schools and communities, learning centers and tobacco smoke prevention
Title VII	Indian, Native Hawaiian, and Alaska Native Education Providing for Indian, Native Hawaiian and Alaska Native education



Local Wellness Policy Requirements

Child Nutrition Reauthorization

PUBLIC LAW 108-265-JUNE 30, 2004

- Goals for **nutrition education**, physical activity and other school-based activities designed to promote student wellness
- Nutrition guidelines selected by the local educational agency
- Guidelines for reimbursable school meals
- **A plan for measuring implementation of the local wellness policy**
- **Community involvement**
- **Oregon Link:**
<http://www.ode.state.or.us/search/results/?id=270>



Other School Health Requirements

- State Content Standards and Benchmarks (what a student should know and be able to do)
- Law/Policies related to health and physical education
- Assessments, Tests
- CIM Endorsements
- Oregon Healthy Teens



Top Ten Tips for Working With Schools...

Developed by Jessica Bogli Consulting

1	The best times to approach schools would be the months of October, late January, February and early May.
2	If possible, approach a school with an internal partner, for example a teacher or parent you already have a relationship with. This will legitimize you even more!
3	Working with schools should be a partnership. Explain what you can offer and why you benefit from working with schools.
4	Ask yourself- "Why Should They Care?" When you share your thirty-second spiel over the phone or with a person in the hallway, you need to be to the point. Why are your prevention services important?
5	Use local (school or county) data if possible to talk about prevention in their school.



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6	Know the education language. The word “standards” to someone in public health means something very different to a teacher.
7	Align what you are offering to curriculum standards, school policies, raising test scores, increasing attendance, etc.
8	Understand that many teachers and other school staff are overwhelmed. Don’t add something to their plate. Consider having them do what they do, but in a different way.
9	Schools are stressed. There is overall a lack of funding, support, resources and pressure to raise test scores. If you can offer a solution (for example, be a resource) you’re in!
10	Ask questions. If you don’t understand something, explain that you come from a different perspective and schools are a different beast!





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